

Just-in-time Direct Instruction

Direct instruction is available to students when it is needed and can be provided by an in-person teacher or through offline or online content.

Components	Instructional Strategies (check all that apply)
Collect actionable student performance data	<input type="checkbox"/> Warm-ups used to collect data & inform instruction <input type="checkbox"/> Exit tickets <input type="checkbox"/> Pre-assessments <input type="checkbox"/> Formative assessments <input type="checkbox"/> Digital assessment <input type="checkbox"/> Student reflections on academic progress <input type="checkbox"/> Teacher observation of students <input type="checkbox"/> Anecdotal notes
Use student performance data to group students flexibly, frequently, and strategically	<input type="checkbox"/> Grouping to achieve a specific learning goal (standards-based) <input type="checkbox"/> Grouping based on academic achievement (on-level, advanced, etc.) <input type="checkbox"/> Grouping based on non-academic skills (behavior, interest, etc.) <input type="checkbox"/> Frequent regrouping (1+ times/week)
Use student performance data to provide targeted instruction	<input type="checkbox"/> Differentiated content based on student performance data (different standards) <input type="checkbox"/> Differentiated task / activity based on student performance data (same standard, different activity) <input type="checkbox"/> Targeted remediation at the standard / skill level <input type="checkbox"/> Targeted enrichment at the standard / skill level <input type="checkbox"/> 1:1 instruction / conferencing <input type="checkbox"/> Small-group instruction <input type="checkbox"/> Whole-group instruction when data indicate that all students require the same instruction <input type="checkbox"/> Adaptive digital content
Student Engagement	In general, the students in the class are: <input type="checkbox"/> Interested, involved, and/or excited <input type="checkbox"/> Compliant <input type="checkbox"/> Off-task <input type="checkbox"/> Disruptive

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Teacher: _____
Subject Area: _____
Grade Level: _____

Initial Impression:

WOW! (District Leader)
 Strong
 Developing
 Just a Taste
 Not Observed

Varied Strategies

Students are given multiple ways or modalities to learn the material or access content.

Components	Instructional Strategies (check all that apply)	
Adopt multiple instructional methods	<input type="checkbox"/> Lecture / direct instruction <input type="checkbox"/> Class discussion (student-driven) <input type="checkbox"/> Guided / facilitated practice <input type="checkbox"/> Stations / Centers / Daily 5 / Math Daily 3 / Tabor Rotation <input type="checkbox"/> Writer's Workshop <input type="checkbox"/> Reader's Workshop / CAFE <input type="checkbox"/> Guided reading <input type="checkbox"/> Literature circles <input type="checkbox"/> Math Workshop <input type="checkbox"/> Math Talks / Number Talks	<input type="checkbox"/> Inquiry-based / exploration / research <input type="checkbox"/> Project-based learning <input type="checkbox"/> Cross-class or cross-school collaboration to solve a problem <input type="checkbox"/> Role play / Reader's theatre <input type="checkbox"/> Debate <input type="checkbox"/> Flipped classroom <input type="checkbox"/> Field trips <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Genius Hour <input type="checkbox"/> Makerspaces
Utilize assorted learning resources	<input type="checkbox"/> Differentiated materials <input type="checkbox"/> Tactile manipulatives <input type="checkbox"/> Learning menu / choice board <input type="checkbox"/> Digital content to learn new information (video, adaptive, etc.) <input type="checkbox"/> Tech tools or apps to practice / assess / create <input type="checkbox"/> Hands-on experiments	<input type="checkbox"/> Textbook / book / audiobook <input type="checkbox"/> Digital portfolios / blogs <input type="checkbox"/> Learning games <input type="checkbox"/> Industry / community experts <input type="checkbox"/> Interactive notebooks / journals <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Anchor charts
Teach in a variety of groupings	<input type="checkbox"/> Teacher led small-group <input type="checkbox"/> Teacher led whole-group <input type="checkbox"/> Independent work <input type="checkbox"/> Collaborative work <input type="checkbox"/> 1:1 (teacher & student)	
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Choice and Voice

Students have opportunities to express their learning styles and preferences within lessons.

Components	Instructional Strategies (check all that apply)
Offer meaningful and rigorous choices for how learning happens	<ul style="list-style-type: none"> <input type="checkbox"/> Students choose where they work (location in and/or outside of the classroom) <input type="checkbox"/> Choice board (learning menu, tic-tac-toe, etc.) <input type="checkbox"/> Must Do / Can Do <input type="checkbox"/> Choices available to students are based on their preferences / interests <input type="checkbox"/> Choices available to students are differentiated based on skills / needs <input type="checkbox"/> Students make choices that challenge them <input type="checkbox"/> Students make informed learning decisions using: <ul style="list-style-type: none"> <input type="checkbox"/> Past performance <input type="checkbox"/> Learning style
Provide opportunities for student feedback and reflection (voice)	<ul style="list-style-type: none"> <input type="checkbox"/> Students reflect on their academic progress <input type="checkbox"/> Students reflect on their non-academic skills, learning style, and / or habits <input type="checkbox"/> Anchor charts to support self-assessment and reflection <input type="checkbox"/> Tools available to support self-monitoring: <ul style="list-style-type: none"> <input type="checkbox"/> Reflection sheets <input type="checkbox"/> Student reflection journals (non-academic) <input type="checkbox"/> Bulletin board / wall display with student reflections <input type="checkbox"/> Rubric / checklist (completed by student) <input type="checkbox"/> Students provide feedback on lesson activities <ul style="list-style-type: none"> <input type="checkbox"/> Class meeting / conversation / questioning <input type="checkbox"/> Survey <input type="checkbox"/> Procedures for checking-in with students about their choices
Student Engagement	<p>In general, the students in the class are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interested, involved, and/or excited <input type="checkbox"/> Compliant <input type="checkbox"/> Off-task <input type="checkbox"/> Disruptive

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Choice for Demonstrating Learning

Students have multiple ways to demonstrate mastery of standards.

Components	Instructional Strategies (check all that apply)
Offer a variety of demonstration options	<input type="checkbox"/> Students choose from two or more options, including: <ul style="list-style-type: none"> <input type="checkbox"/> Performance (skit, song, video, etc.) <input type="checkbox"/> 3D product (mobile, model, diorama, etc.) <input type="checkbox"/> Visual product (poster, slides, drawing, cartoon, etc.) <input type="checkbox"/> Digital portfolio / student blog / student-created website <input type="checkbox"/> Student-created instructional materials (quiz, tutorial, review, etc.) <input type="checkbox"/> Traditional (paragraph, poem, essay, test, quiz, etc.) <input type="checkbox"/> Conversation with the teacher <input type="checkbox"/> Demonstration options are differentiated based on skills / needs <input type="checkbox"/> Students can suggest their own ideas
Provide students with opportunities to share their learning with an audience beyond the teacher	<input type="checkbox"/> Sharing of student content (online or displayed in the school) <input type="checkbox"/> Students present to classmates <input type="checkbox"/> Students share with parents and/or community <input type="checkbox"/> Pen-pals <input type="checkbox"/> Student-led ed camps
Provide opportunities for meaningful collaboration	<input type="checkbox"/> Peer editing and review of work <input type="checkbox"/> Student collaboration supports higher-order thinking and problem solving <input type="checkbox"/> Each group member contributes to the success of the project <input type="checkbox"/> Intentional use of collaboration to teach / develop interpersonal skills <ul style="list-style-type: none"> <input type="checkbox"/> Group-work rubric <input type="checkbox"/> Peer evaluation within group <input type="checkbox"/> Self-evaluation about contributions
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Co-planning Learning

Students, parents and community are involved in planning and setting goals.

Components	Instructional Strategies (check all that apply)
Promote collaborative goal setting & reflection	<input type="checkbox"/> Students participate in setting learning goals <input type="checkbox"/> Students participate in monitoring progress towards goals <input type="checkbox"/> Tools available to support goal-setting and monitoring: <ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Goal-setting sheets <li style="width: 50%;"><input type="checkbox"/> Online tools to set and track goals <li style="width: 50%;"><input type="checkbox"/> Data notebooks <li style="width: 50%;"><input type="checkbox"/> Bulletin board / wall display with student goals and / or progress <input type="checkbox"/> Student-teacher conferences for goal-setting and monitoring
Use student input to develop / inform instruction	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Methods for collecting student input: <ul style="list-style-type: none"> <input type="checkbox"/> Student interest surveys <input type="checkbox"/> Learning-style inventories <input type="checkbox"/> K-W-L charts </div> <div style="width: 50%;"> Students participate in: <ul style="list-style-type: none"> <input type="checkbox"/> Selecting areas of interest <input type="checkbox"/> Assembling background knowledge <input type="checkbox"/> Developing essential questions <input type="checkbox"/> Finding learning resources / materials <input type="checkbox"/> Choosing types of learning activities <input type="checkbox"/> Instructing other students (1:1, small group, whole class) </div> </div>
Engage in ongoing two-way strategic communication	<input type="checkbox"/> Accessible class website with clear learning objectives <input type="checkbox"/> Parent/community newsletters or blog focusing on instruction <input type="checkbox"/> Parent-student-teacher conferences <input type="checkbox"/> Structures to collect feedback from students, parents, and/or community <input type="checkbox"/> Feedback from stakeholders impacts classroom activities <input type="checkbox"/> Evidence that parents and community are involved in setting of learning goals <input type="checkbox"/> Culturally specific & relevant content
Student Engagement	In general, the students in the class are: <ul style="list-style-type: none"> <input type="checkbox"/> Interested, involved, and/or excited <input type="checkbox"/> Compliant <input type="checkbox"/> Off-task <input type="checkbox"/> Disruptive

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Mastery-Based Assessment

Students progress through curriculum by showing mastery on assessments guided by proficiency and competency.

Components	Instructional Strategies (check all that apply)
Establish clear objectives, proficiency scales, and assessments	<input type="checkbox"/> Clearly-defined learning objectives shared with students <input type="checkbox"/> Proficiency scales for each standard / learning objective <input type="checkbox"/> Assessments are aligned to and measure each standard / learning objective <input type="checkbox"/> Assessments are scored with proficiency scales / levels (not percentage) <input type="checkbox"/> Rubrics / checklists for measuring student mastery... <ul style="list-style-type: none"> <input type="checkbox"/> Align to standards / learning objectives <input type="checkbox"/> Correspond to levels of proficiency scale <input type="checkbox"/> Samples of previous student work as exemplars
Build structures to monitor & translate progress	<input type="checkbox"/> Wall charts showing standards-based mastery level of each student <input type="checkbox"/> Academic standards assessed and reported on separately from non-academic skills (behavior, effort, habits, work completion, etc.) <input type="checkbox"/> Re-assessments for students who have not yet demonstrated mastery <input type="checkbox"/> Structures for students to monitor their own progress <ul style="list-style-type: none"> <input type="checkbox"/> Individual tracking worksheets <input type="checkbox"/> Unit / learning objective checklist / rubric <input type="checkbox"/> Digital / online tools used to monitor progress
Student Engagement	In general, the students in the class are: <ul style="list-style-type: none"> <input type="checkbox"/> Interested, involved, and/or excited <input type="checkbox"/> Compliant <input type="checkbox"/> Off-task <input type="checkbox"/> Disruptive

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Flexible Pacing

Students move through curriculum at a pace that fits their individual abilities rather than time-bound learning boundaries.

Components	Instructional Strategies (check all that apply)
Facilitate multiple learning streams simultaneously	<input type="checkbox"/> Share learning objectives with students <input type="checkbox"/> Share unit or lesson map with students <input type="checkbox"/> Establish minimum pace for completing activities / assignment <input type="checkbox"/> Provide materials that enable independent, self-paced work <ul style="list-style-type: none"> <input type="checkbox"/> Adaptive digital content <input type="checkbox"/> Playlists / learning menus <input type="checkbox"/> Develop structures for students to request help when working independently on their learning objectives
Students independently progress through learning objectives at their own paces	<input type="checkbox"/> Students choose to re-watch, re-read, re-listen to or even skip content as needed Students have opportunities to self-manage their time as they progress through: <ul style="list-style-type: none"> <input type="checkbox"/> Multiple activities or assignments <input type="checkbox"/> Multiple learning objectives (standards)
Build structures to monitor individual & collective progress	<input type="checkbox"/> Structures for students to monitor their own progress <ul style="list-style-type: none"> <input type="checkbox"/> Individual tracking worksheets <input type="checkbox"/> Unit / learning objective checklist / rubric <input type="checkbox"/> Wall chart / tracker showing progress of each student <input type="checkbox"/> Digital class tracker (spreadsheet) <input type="checkbox"/> 1:1 progress check-ins Individual student performance data determines: <ul style="list-style-type: none"> <input type="checkbox"/> Learning activities <input type="checkbox"/> Pace
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